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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

GREATEST REFORM ON RECORD

The Chicago School Board has passed a resolution aimed at pull, influence, and outside political activity affecting the appointments and promotions of persons in the school system in any of its departments. Superintendent McAndrew's annual report showed in his department alone last year 562 requests for promotion of teachers made by persons without any knowledge of the candidate's teaching experience. The rule just passed, offered by Miss Grace Temple, vice-president, covers not only the educational department but the business and law department as well. It reads: "Whenever the superintendent of schools, the business manager, the attorney, or any other person supervised by the Board of Education shall recommend the appointment, promotion or transfer of any employees, he shall file with the Board of Education his reasons for such recommendation, and all communications pertaining to the same received by him or by any person who is under his supervision. He shall also furnish in writing to said board the names of all persons who have in any wise interested themselves in said recommendation by oral communication to the person making such recommendation or to any one supervised by the person making such recommendation."

RARE OPPORTUNITY FOR YOU

Here are four books which you should read and own, and you can have them for a two-cent stamp: Athearn, Walter S., "An Evaluation of the Project Method as an Instrument of Religious Education"; Bentley, John E., "The Mechanistic and Personalistic Psychological Contributions to the Field of Religious Education"; Marlatt, Earl, "What Is a Person?"; Munkres, Alberta, and others, "Bibliography for Elementary Workers in Religious Education."

The School of Religious Education and Social Service of Boston University, Dr. Walter S. Athearn, dean, distributes each year valuable studies in the fields of moral and religious education. The publications in this year's list which will be of special help to public school teachers and officers are as noted above.

Any or all of these bulletins will be mailed without cost to any address upon application to Dr. Walter S. Athearn, Boston University, 20 Beacon Street, Boston.

Arthur Brisbane writes the following paragraph:—

"A boy sent this information to the United States agricultural department. Five years ago, when he was in the public school, he bought a pure bred pig, female, eight weeks old. Since then his pig has added 100 small pigs to the earth's porcine population. The boy writes: 'She paid for my clothes, three years in high school, and gave me spending money also. I am now in my second year in college and she is still doing the same.'"

RYDER FELLOWSHIP

Miss Sara H. Stiles, 6 Lowell road, Brookline, Mass., will receive applications for the Annie H. Ryder Memorial Fellowship, an annual award of two hundred dollars provided to help teachers in service or student teachers to take advanced professional work. Those interested should apply at once, surely before April 1, to Miss Stiles for particulars.

GEORGE PEABODY COLLEGE

The fiftieth anniversary of the George Peabody College for Teachers is being celebrated at Nashville, Tennessee, as we go to press. This is not only the celebration of one of the most important events in the educational life of the South but of America as well.

George Peabody College for Teachers was born in the most important educational period in the last seventy-five years, in one of the three great educational epochs in American history.

That was the first notable event in the South that really caught the American spirit. It was as progressively patriotic as anything in New England, is the Middle West, in California. It was as noble a vision as was enjoyed by any state or section half a century ago.

George Peabody College for Teachers was the first vision of a College for Teachers. It was twenty years before Columbia University had a Teachers College. It had the first endowment for a college for teachers in the world. It is well that its semi-centennial celebration should be the great event of the season.

The most notable feature of this celebration is the welcome given representatives of Teachers' Colleges and State Teachers' Colleges, prominent among whom are Dr. James E. Russell of Teachers College, New York; Dr. Charles H. Judd, University of Chicago; Dr. Joseph Roemer, University of Florida; C. A. Phillips, State University of Missouri; Dr. Dwight B. Waldo, State Normal School, Kalamazoo, Michigan; Dr. George W. Frazier, Colorado State Teachers' College, Greeley; Robert H. Wright, Teachers' College, Greenville, N.C.; J. W. Brister, Teachers' College, Normal, Tennessee. Scarcely less notable was the number of superintendents of states and cities, among whom are Dr. John W. Abercrombie, state superintendent of Alabama; W. F. Bond, state superintendent of Mississippi. Among the city superintendents are Dr. P. P. Claxton, Tulsa, Oklahoma; Frank Evans, Spartanburg, S.C.; Dr. H. M. Ivy, Meridian, Miss.

Fully one-half of all the places on the program were by men interested in teacher training in universities, state teachers' colleges or state normal schools, or public school superintendents, and these were from Oklahoma, New York, Illinois, Michigan, Colorado, North Carolina, South Carolina, Alabama, Mississippi, and Tennessee. Certainly a remarkable program.

THE PAGE MEMORIAL

In view of the magnitude and importance of the interests involved and the promise of far-reaching and beneficent influence, the School of International Relations to be established at Johns Hopkins University, as a memorial to Walter Hines Page, is one of the most significant educational events of this generation. The following statement of the aim of this school is taken from the World's Work for February, 1925:—

"The scope of the school, as outlined by the committee, is wider than any course of study or combination of courses now available in any university. It will include not only international law and history, but unique studies in the fundamental elements of international relationships, such as the effects of different racial psychologies, variations in national economic structure and economic aims, the influence of the geographical peculiarities of modern states and their political organization. The school will not aim to train men in the arts of diplomacy. The purpose is the deeper one of studying the modern world, analyzing underlying causes of friction between nations, and studying the common bonds between them that tend to keep relations friendly and stable. This new and systematic knowledge, as it is accumulated, will be published.

"Its practical value to statesmen will be great, but will by no means be limited to them, for it will be useful to business men engaged in international trade, to farmers' organizations that are concerned with an exportable surplus of food products, and to citizens generally who wish for more exact facts about the world.

"The school will not be committed to any particular foreign policy. It will not be its function to engage in controversies. Its function is purely scientific—dispassionate research, by trained men, for the sole purpose of providing the now unavailable information upon which to build a science of international relations."

"Every addition to true knowledge is an addition to human power; while a philosopher is discovering one new truth a million truths may be propagated among the people."

—Horace Mann, 1867.

SIX DAYS— MARCH 2 TO 7

A. E. WINSHIP

SHELBYVILLE, KENTUCKY

In 1912 there was but one high school in Shelby County, and there were six graduates that year. Ten years later there were seven high schools in the county, and though few of these were old enough to have a four-year graduating class there were sixty graduates. Today the Shelbyville High School alone has 193 students enrolled. This phenomenal growth since 1912 is characteristic of the Blue Grass region as we have known it intimately in the last three years.

STATE TEACHERS COLLEGE, RICHMOND, KENTUCKY

This second State Normal School, now a State Teachers College, has had three remarkable presidents: Dr. Roark, who launched the institution, was of national significance from the first. In professional writing, in professional platform ability and attractiveness he had few equals in the entire country. His death would have been a professional calamity, but for the fact that he was succeeded by Dr. John Grant Crabbe, state superintendent, whose legislative achievement for education in the state gained him national recognition and state leadership. His selection for the presidency of one of the most important state teachers' colleges in America attracted wide attention to the Richmond State Normal School. This, also, would have been a calamity but for the election of T. J. Coates to succeed him. For the first time this institution had a leader of the people from the people by the people.

Eastern Kentucky was made famous by Daniel Boone, Henry Clay and Abraham Lincoln. These men, among the most famous Americans of their day, are indelibly stamped upon the history of the mountains of Eastern Kentucky. It needed a man with faith in Eastern Kentucky, which Mr. Coates has, with confidence of the people, with a vision that thinks of the boys and girls of New England and California in the same foreground as those of the land of Boone, Clay and Lincoln.

T. J. Coates was raised up for the emancipation of the mountaineers from the traditions of feudists and narrowness, and he has brought to the campus at Richmond as fine a library building, with the best of books and pictures, as can be found in nine-tenths of the normal schools from the Atlantic to the Pacific. Everything on the campus is of the same class as in any state. The president of the Kentucky Education Association is Professor C. K. Keith of the Richmond Teachers College, and with the executive secretary, R. E. Williams, the Kentucky Education Association is having a boom year.

KENTUCKY METHODIST COLLEGE

At Winchester, one of the latest and best cities in the state with ten thousand population and up-to-the-minute city conditions, with a superintendent of schools from Harvard University, is a church college, which, though more than thirty years old, has had a new birth scholastically and educationally, catching the spirit of the new city. We have not seen a city of its size where city schools and college students and faculty merge their interests quite so satisfactorily as here. The city high school has a fine gymnasium which is used as freely by the college as though it were its own and when we addressed the college students in their auditorium the junior and senior high school students were there. The president of the Blue Grass Lyceum, under whose auspices I have made the rounds every year, is Superintendent E. F. Birckhead of Winchester, a graduate of Harvard University, a highly professional leader as well as a man of genuine common sense. This year his teachers went to the Cincinnati meeting of the Department of Education 100 per cent. The Board of Education gave three days off without loss of pay that they might get in touch with the professional thought of the leaders of every state in the Union.

MOREHEAD TEACHERS COLLEGE

In the mountains of Eastern Kentucky, in Rowan County, made world famous by Mrs. Cora Wilson Stewart of Moonlight School fame, is a State Teachers College, less than two years old, with more students enrolled than were in any New England State Normal School when New England Normal Schools were eighty years old, and a larger proportion of the students are of pure Anglo-Saxon blood than in any Massachusetts State Normal School of today.

MRS. CORA WILSON STEWART

We have been among those who wonder at the miraculous achievement of Mrs. Stewart, who has done more to eliminate illiteracy from Kentucky to Maine, from Florida to Oregon, than all the universities had done in three hundred years, who has a platform art and skill unsurpassed by the presidents of Mount Holyoke or Mills College—the brilliant collegiate leaders, but our wonder increased one hundred per cent. when we went to Rowan County in the mountains of Eastern Kentucky and met the men who knew "Miss Cora" when she was county superintendent. They say little of her Moonlight Schools, though they appreciate them, but the thing they talk about is her campaign for good roads. The roads of this mountain county were impassable at times every year, but in front of every schoolhouse in the entire county was a piece of good road for several hundred feet, made by the children and the community. In all that county every one knew that when he came to a schoolhouse he would have a good road. The full significance of this was not known until Kentucky was frantic over the hectic campaign over a Good Roads bond issue which failed. Rowan County voted for this bond issue by a majority of eight hundred, and it was the only county in Kentucky, with an educational institution, that voted for good roads. It was Cora Wilson Stewart's piece of "good road" in front of every schoolhouse when she was county superintendent that bore fruit after she was internationally famous in her campaign to make the whole world free from illiteracy in twenty years. Hereafter when I hear her brilliant appeal for the elimination of illiteracy in all continents and on all islands of the sea I shall think of her piece of good roads where horses could enjoy life whenever they came to a schoolhouse in Rowan County.

PARIS, KENTUCKY, AND ROTARY

Lee Kirkpatrick, last year's president of the Kentucky Blue Grass Lyceum, has a city that is educationally conscious. Back of the schools in every functioning are the Commercial Club, the Rotary Club, all other dining clubs, women's clubs, and the churches. Paris is emphatically a Blue Grass city whose stables have famous pure-blood race horses and other pure-blood live stock.

We enjoyed the Rotary Club meeting in Paris, as we always enjoy these modern weekly professional and business men's clubs. They are literally a recent creation, and as this February was the twentieth anniversary of the first meeting in Chicago of Harris and his few associates who called themselves a "Rotary Club," it is interesting to see what has evolved therefrom in twenty years. Until then there was no city with a weekly mid-day luncheon of professional and business men in which the preacher, the teacher, the butcher and the barber, the banker and the baker, the physician and the undertaker were absolutely on a level; in which the university president called the grocer Joe, and the shoemaker called the university president Charlie. Today in Rotary, Kiwanis, and Lion Clubs, in Knights of Columbus and other mid-week luncheon clubs of men and women, there are said to be a quarter of a million most prominent persons in the United States who spend an hour or more together every week, always with some thought of human betterment. In the club life of England and America for two centuries there was never the thought of such groups till Mr. Harris was so lonely in big Chicago that he met two other lonely fellows, then several other fellows for a mid-day luncheon in Chicago. It meant so much to them, that many others wanted to take luncheon with them, and the new institution was created with such membership conditions that conventionality is as impossible as individuality; that neither personal boasters nor financial boosters can monopolize one of these luncheons any where at any time.

LEXINGTON, KENTUCKY

The culmination of Blue Grass tradition and vision is in Lexington, which has had so distinct a personality from the day when Henry Clay brought the first white-face Herefords to America, through all the years of speed creation and speed promotion on the race track, that even Frankfort, the law-makers' Paradise, is looked upon as a suburb of Lexington.

Henry Clay's baker's dozen of Herefords are now nine million strong in the United States, and Lexington's State University, under the magic guidance of Frank L. McVey, has breathed a scholastic atmosphere from Ashland and Morehead to Paducah and Murray; yes, enough scientific faith to rescue the state legislature when in jeopardy.

M. A. Cassidy, superintendent of the public schools, has made Lexington as much of a pioneer in educational progress as Daniel Boone did in civilizing the aborigines, as Henry Clay did in giving pure-blood aspiration in live-stock, as Abraham Lincoln did in saving the Union. In no city, North or South, is there a nobler creation of educational sentiment, in school and out, regardless of race and religious prejudice; nowhere has any one public school man created such a character personality, such a literary school flavor through professional leadership as has Mr. Cassidy. He is one of the few schoolmen who has never had an itch for going somewhere else; who has thought his own job was his best job, and has stayed by until he has created a system of schools as good as any city has, and it is his own

system. He is the only superintendent of a city of near 50,000 population who can call every teacher by her first name, as he can nearly every student in the high school. He was loved by James Lane Allen, and is enthroned in the esteem of all people in Lexington who have come up through the public schools, as most of the people have.

SOUTH PITTSBURG, TENNESSEE

I wonder more and more at the vast number of marvelously good schools and notable educational leaders. South Pittsburg is a small, highly intensified industrial city, a Pittsburgh of the South. There are not 4,000 people there; no noted professional men or women; no fabulously rich persons, and yet I'll challenge any place of 4,000 people, forty miles from a city, on tax-raised public school support, to produce better teaching of the common branches, better results in extra-curricular activities, with better social or civic morale, than Superintendent Wilson New has achieved in three years in South Pittsburg.

He and the Board of Education have got more for the money in the new building than I have known any city to get for $67,000; get a greater variety of the best for everyday life and for culture that I have known in a city of the kind. For instance, in this small industrial city there is an orchestra and also a band of thirty-four pieces—the Board of Education buying for $500 all the basal instruments, while the students have bought the special instruments. So efficient are the players under the professional music teacher that they go to Nashville and play at the meeting of the State Educational Association.

The Parent-Teacher Association of this small industrial city challenges comparison with any city I know. It purchased a stage curtain equal in quality to any lyceum stage curtain I have ever seen; has installed an electric program clock; has ordered a Trans-Lux illumination machine, and has done all this on condition that the Board of Education will purchase a baby grand piano for the stage. One of the teachers prepared fifty little people for a costume concert, and the Parent-Teacher Association managed the ticket sale and took $90. These are only a few of the many things a-doing in this industrial city. It is the second year that I have been there, and to know the educational devotion and achievement is a joy.

RICHARD CITY

But it is really Richard City, a small suburb of South Pittsburg, that carries off all sorts of honors, but not by tax money as in the case of South Pittsburg. There is a new school building, in a community a third the size of South Pittsburg, which costs three times as much as the new building at South Pittsburg, but it cost the taxpayers nothing. The superintendent, J. B. Brown, was told to build up a faculty, going where he pleased for them, paying what he had to pay to get them. The teachers last summer all went to university summer schools, and this summer they are to travel, to go to places where they will learn by seeing rather than by studying, and their expenses will be paid by the same man who is responsible for the gift of the new school building, for the extra salaries, for the selecting of the superintendent, J. B. Brown, who was for six years superintendent of Hamilton County—Chattanooga—was later State Rural Life Director under the Rockefeller Foundation, and then state superintendent of Tennessee. The remarkable educational conditions, financial and otherwise, are due to the mayor of Chattanooga, forty miles away, This mayor of Chattanooga, who has the satisfaction of knowing that he has given national fame to the morale of a scenic city of 60,000 people, has a little more satisfaction in the schools of the city that bears his name than in the fame of the city of which he is mayor, for education is really the major interest of the wealthy mayor of Chattanooga.

It was near a quarter of a century ago that that I first knew the present mayor of Chattanooga, when he was a public school man in Michigan. Then I knew him as the Chicago representative of a notable publishing house of Boston. Then I lost sight of him; simply knew that he was in business in Tennessee. Today this schoolmaster of other days is the creator of one of the best school systems in America for the children of the workmen and local managers of the Dixie Portland Cement Products Company, which is also his creation, and "Richard City" is Richard Hardy's city.

HAMILTON COUNTY, TENNESSEE

The six days of twelve addresses of various kinds—State University, two state teachers colleges, another college, a city lecture course, four city teachers' meetings, and two Rotary Club luncheons, in Chattanooga at the Hamilton County Institute, a fitting close to six delightful but busy days in Kentucky and Tennessee.

THE MESSAGE OF THE CINCINNATI MEETING

SUPERINTENDENT W. C. McGINNIS

Revere, Massachusetts

Every year one outstanding thing, or speech, or man or woman at the meeting of the Department of Superintendence leaves me an impression which abides. This year was no exception, and this year's meeting taught me one lesson that was worth going to Cincinnati to learn.

At each end of the large stage of the auditorium in Music Hall there was an American shield of red, white, and blue, and lettered in the blue of the shields were these words: "School is for Service, Not for Self." The shields were large and occupied prominent places in the foreground where everyone could read their message setting forth simply and plainly the purpose of public school education.

I attended many meetings in the Music Hall Auditorium, and at the beginning of every meeting a strange thing happened. The shields were placed in the background to make room for an orchestra, for other musicians, and for speakers. And then a stranger and more significant thing happened. Dr. William McAndrew, president of the Department of Superintendence of the N. E. A., went and brought back the shields and placed them in their rightful position of prominence and honor in the foreground as a challenge to the attention of the great audiences that packed the hall for those meetings.

The placing of the shields with their message in the background to make room for something of temporary importance was indicative of an altogether too prevailing custom in school administration and supervision. The purpose of public education is plain and generally accepted: "School is for Service, Not for Self." In other words the purpose of the public schools is to produce good citizens, citizens who place the welfare of their city, state, and nation above their own selfish interests, boys and girls, and men and women who recognize the fact that their rights and privileges are united with and limited by the rights and privileges of other people, and who know that every right and privilege has its corresponding obligation and duty.

Too often we school men and women force the real purpose of the schools into the background and obscure it by placing in the foreground of our endeavor things of temporary and relatively little importance. Our time and effort are spent foolishly in attempting to prove that "pupils should be given freedom of choice in all their activities," that "school should be a democracy in which the child should not be conscious of super-imposed, repressive authority," etc. We often place our pet theories, methods, and systems in the position of honor in the foreground and forget that all of these things are of little importance when compared with the real purpose for which we are all working.

The action of Dr. McAndrew in bringing the shields back repeatedly to their position of prominence teaches a moral—that it is necessary for clear-thinking school men and women to stand by their convictions and from time to time to restate the purpose of the public schools.

SELECTED SENTENCES FROM CINCINNATI ADDRESSES

PRESIDENT WILLIAM LOWE BRYAN, Indiana University: "The chief function of the university is to supplement common sense by revealing roads which to common sense are invisible. . . . The people are being converted, inch by inch, to a belief in the necessity of applied science."

ERNEST W. BUTTERFIELD, state commissioner of New Hampshire: "Education has become our national religion. All children are the wards of the state where they live. We shall tax the state dollar where it is for the benefit of children wherever they may reside. The two essentials in school progress are the learning pupil and the teaching teacher."

LEE DRIVER, Pennsylvania State Department of Education: "The consolidated school influences the community by reducing tardiness, eliminating truancy, keeping children in school more regularly, increases the length of term, establishes twelve-year courses instead of eight, gives extra curricula, by offering special work in music, art, manual training, domestic science, and agriculture; interests a higher class of teachers who have more time for the individual child, gives opportunity for physical development in the way of play through the organization of baseball, football, basketball, etc.; furnishes auditoriums and gymnasiums which are available to the community as well as to the school; gives the basis for community organization through parent-teachers' associations, farmers' clubs, and Sunday School unions, and becomes a forum in which public questions of interest to the community may be discussed; in fact, it gives opportunity for educational, business, social, political, and spiritual development through combined effort."

J. M. GWINN, superintendent, San Francisco: "Specialization brings ever the danger of insulation in one's thinking. Vocations tend to shut in and short-circuit the currents of one's thought, until all connections with other fields of thought are broken, or if not broken, so imperfectly made as to destroy the facts in other fields. The vocation of teaching seems to shut down about the workers in this vocation until all the sky is school. It is not unusual that teachers, summer after summer, take practically the same courses in methods of teaching the branches they must teach their pupils. Teachers are ever demanding courses that bear directly on their daily tasks. It might be especially desirable that teachers be compelled to pursue courses leading to an understanding of the facts of 1925, the radio, road-building, social and economic and political problems. By doing this the gap between the field of thought of teachers and the fields of experience of their pupils might be closed and teachers be more *en rapport* with youth."

ELIZABETH HALL, assistant superintendent, Minneapolis: "We need to investigate scientifically the effect of the platoon school upon the young child with special reference to the nervous organization. There is danger lest administrators interested in economy and other features of the organization adopt the platoon plan before sufficient evidence is gathered in relation to it."

E. C. HOPWOOD, editor, Plain Dealer, Cleveland: "Public opinion has no morals. It may be good, bad or indifferent, and consequently the agencies affecting public opinion should make every effort to keep it sound. The newspaper has never supplied its readers with so much accurate and definite information. Newspapers have never been so fair, so unbiased or so fully appreciative of their responsibility in the presentation of plain facts. Differences of opinion among newspapers are inevitable. The very fundamental things upon which the government is founded are likewise fundamentals of all journalistic creeds. Somehow the modern newspaper has apparently failed to get its readers to digest and analyze the vast amount of information laid before them in such a way as to produce sound judgment. Sometimes, in spite of everything the newspaper can do, there will be a stampede away from sound public opinion. The very foundations of all public opinion must be laid in the school system. School superintendents too often allow themselves to become entangled in a maze of scholastic detail, failing to realize that the schools are supported by the money of all the taxpayers and that their products should be socially-minded young men and women rather than students. More attention should be given to the study of the social sciences. Progress in the physical sciences has far outstripped those having to do with social relations. The schools must make a greater effort to send out into life the kind of men and women who will be of the greatest value in stabilizing society, so that in case of social unrest and disturbances the intelligent product of the public schools will offer the rallying point for the national defence."

JAMES F. HOSIC, Teachers College, Columbia University: "The principal should make himself master of the assured results obtained by students of the behavior processes and learning processes involved in each of the school subjects. Choice of material and of method of guidance for any given class or individual cannot otherwise be made with any positive assurance. He should have a philosophy of method, for method largely determines experience and therefore learning. He should be ready to apply to any course or plan for a course criteria by which to determine its probable usefulness as a plan of action and guide to teachers. He should have command of the technique of writing courses of study so as to make them effective instruments of supervision."

ARTHUR C. PERRY, district superintendent, New York: "The interest of the nation and of the teaching profession is identical. Any attack on the nation through its schools is an attack on the teaching profession; even more, an attack on the profession is an attack on the nation. Theoretically the nation itself, through its governmental agencies, should repel the attack. But the nation is more impersonal than the profession. It is more unwieldy and less easy of mobilization. It needs the counsel and help of the personal profession. Specifically, then, how can the profession mobilize to give this help? . . . By throwing its full weight of influence against any community that neglects the national interest in respect to its schools. Let the organization say to the careless, the indifferent, the incompetent community: 'You are not administering your schools in the interest of America; until you do, you forfeit the service and the support of our profession and, in consequence, the respect of the rest of the nation.'"

AGNES E. WELLS, president of the National Association of Deans of Women: "Women in administrative positions have hobby horses which they ride in private, and often keep from the public unless they lead to results. . . . There are problems in the deans' work that are incapable of solution since social forces are never constant."

A. L. THRELKELD, deputy superintendent, Denver: "As a financial proposition, if a curriculum revision program in Denver were to eliminate only 10 per cent. of waste it would save about half a million dollars per year to the taxpayers upon the basis of the present budget. This is not the biggest value. The most significant thing is improved instruction, which means the education of boys and girls for better meeting the responsibilities of life in a great democracy."

THE CINCINNATI MEETING

DAVID J. MALCOLM
Aberdeen, South Dakota

The meeting of the Department of Superintendence at Cincinnati was without doubt one of the best educational gatherings the world has ever witnessed. The educational exhibition has never been equalled. In quality of speakers and in support by the public press, it has seldom been approached and never surpassed. The music and the entertainment provided by the schools of Cincinnati and of Indianapolis were so wonderful that the delegate who heard nothing else should have considered himself well paid for attending the convention.

Superintendent William McAndrew, president of the Department of Superintendence, is a master presiding officer, and it was a genuine treat to note the manner in which he expedited business. He selected his speakers with skill and success, and even the most critical could find nothing with which to find fault.

Jesse H. Newlon, superintendent of schools of Denver, Colorado, opened the program with an address in which he used as his topic: "Why Is Superintendence?" and showed that the battle for public education is not yet won. He made a plea for a child labor amendment, and showed how the superintendent is rapidly becoming an educational engineer.

Charles S. Meek, superintendent of schools at Toledo, in a masterly fashion read a paper that could be heard by everyone in the crowded auditorium. He placed expensive school buildings in their proper place in their relation to the great needs of the student, and with equal force expressed his opinion of schools that aim only for perfect attendance.

The musical program Monday evening was an Ode for Children's Voices, entitled "Our Lincoln." It was written especially for this occasion and was sung by 800 elementary school children. It was one of the most wonderful musical treats ever provided for any convention.

Everyone who heard Lieutenant Colonel Raymond Robins talk on "The Next Step, the Outlawry of War," agreed that they had been present during an epoch-making event.

One program was given over to a study of the Curriculum, and its many problems were approached from every angle by such men as Charles H. Judd, Ernest Horn, John W. Withers, A. L. Threlkeld and Zenos E. Scott. Extensive revision of the existing school curricula of the country to meet modern demands of education will be undertaken immediately in some of the largest cities of the country. These revisions will be based on basic recommendations made by a special commission on the revision of the curricula, which has had the study under consideration for the last year. The revision commission has not attempted to work out a uniform course of study in its entirety, because of greatly varying conditions throughout the country.

Instead, it was announced the committee had limited itself to the building of a foundation from which the school superintendents of the country can develop curricula that will bring about a considerable degree of uniformity of practice and adapt the public school courses of study to the changed needs of the day, something that is lacking at the present time.

The high tide of the convention speeches was reached when William Lowe Bryan, E. G. Doudna and Frank D. Boynton told "What the Colleges Can Do for the Public Schools." A dangerous gap exists between the high school and the college, E. G. Doudna, secretary of the Washington Teachers' Association, and editor of the Wisconsin Journal of Education, told the department. Forty per cent. of the freshmen do not return as sophomores, and something must be done to correct this condition, he said.

As remedial plans, he suggested that colleges should survey their own work to see whether it was valid, should establish junior college courses analogous to junior high school courses, and should recognize the teaching profession by raising salaries and getting professors of superior skill, personality and character.

William Lowe Bryan, president of Indiana University, Bloomington, Ind., said the chief function of the university was to supplement common sense by the revelation of forces which to common sense are invisible. Development of technical science, pure learning and the potential forces of the individual was urged by him.

However, it remained for Superintendent Boynton to make the greatest speech of the week. His attack on the methods and regulations of the modern college was fearless. He handled his topic without gloves, and the applause that followed his great address had hardly subsided when Superintendent Broome of Philadelphia made a motion that the speech be printed at once and sent to every college president in the land. President McAndrew caught the spirit of the audience when he expressed the motion in the following manner: "The motion has been made and seconded that a missionary tract be prepared and sent to the heathen college presidents that they may see the light."

The city of Cincinnati presented its entertainment to the convention in the form of a pageant depicting "Joy in Life Through Childhood, Youth, Nature, Practical Arts, Fine Arts, Literature and Service." More than 2,000 chil-

dren from all the grades in the elementary schools took parts and formed one long procession across the stage that kept the vast audience, which crowded the great auditorium to the roof, enraptured for two full hours or more. Every child as he skipped across the stage expressed joy in every motion. The color schemes of the clothes and costumes were beautiful beyond words, and the whole performance was such as one sees but once in a lifetime. The mighty theme, the joyous music, the beautiful color schemes and the wonderful singing stirred those who saw it so that they can never forget the week spent at Cincinnati.

Preceding the pageant, the Indianapolis Teachers' Chorus of 250 voices provided a wonderful musical program. Every selection was well chosen and joyously received, but the old familiar "On the Banks of the Wabash" carried the audience by storm, and was repeated time after time while the delegates joined in the chorus. Under ordinary circumstances either the Teachers' Chorus or the Children's Pageant would have been considered a sufficient program for one day, but when two such wonderful productions were provided at the same session, one felt that he had been spending a few hours with the heavenly host.

WHO WAS WHO AMONG THE RURALITES AT CINCINNATI

MACY CAMPBELL, head of the Rural Department, Teachers College, Cedar Falls, Iowa, and president of the Department of Rural Edution, honored himself with a program of distinguished speakers covering two very important fields in rural education. As a presiding officer he was about as near perfect as could be desired. His intimate knowledge of rural workers all over the nation enabled him to select just the right man for every topic he wished discussed, and the large attendance at each meeting was convincing evidence of the high position he holds in the heart of all ruralites.

MABEL CARNEY, secretary of the Rural Department, was again the busiest person at the whole convention. Miss Carney is without doubt the ruralite that has made this department grow from a few dozen members to more than five hundred members in less than a decade. She had a word of encouragement and of advice for every member present, and from the time she reached Cincinnati until she left, she did not enjoy a single minute by herself. The Department of Rural Education without Miss Carney would not be the department of rural education. She is the servant of them all, and throughout it all she is always in the background, not running things, but helping others to run them.

MRS F. C. BEVERLEY, principal of the consolidated school at Whitmell, Va., read an interesting paper on citizenship and brought out the thought that rural schools should develop the life of the student so that he will be a citizen of his own community. Mrs. Beverley is doing the one big job for rural citizenship and country life that is being done in the nation today.

W. H. RAY, principal of the Tipton Consolidated School at Tipton, Iowa, was another speaker of interest. Mr. Ray has developed a school that is different from most schools in that he has a highly selected group of teachers and is offering a wonderful four-year high school course for everyone in his district.

WILL MOORE, principal of the Spartanburg Consolidated School in Randolph County, Indiana, was given unusual tribute by Lee Driver, who said that the work Mr. Moore was doing was the most remarkable that he knew of anywhere. Will Moore has been associated with the Spartanburg School for twenty-three years, and is idolized by his entire community. The writer has seldom seen a school where the student body worship their leader as the students of Spartanburg worship Will Moore. He has developed a school that serves its community.

D. C. JENSEN, superintendent of schools of Sandy, Utah, is at the head of the best organized school system in that state. He is doing for Utah what cities are doing for their schools, and by paying a bonus of $100 and $150 to girls teaching distant schools, he has been able to direct the best teachers into the schools where they are most needed.

LEE DRIVER, of the State Department of Public Instruction of Pennsylvania, dean of Rural School Consolidation, was back on the program after a year of serious illness, and the heartfelt greeting which he received from his fellow workers almost made him lose his nerve. Without doubt, Mr. Driver is the most beloved rural school worker in America today, and the greeting which he received from the crowded convention was only an echo of the sentiment of the nation at large. As usual, Lee Driver's speech was above criticism, and it showed that he appreciated the esteem in which he is held by his fellow workers.

MRS. KATHERINE COOK, specialist in Rural Education, U. S. Bureau, delivered a very interesting address on the distribution of consolidated and one-teacher schools, and the skilful manner in which she explained the sources of her data made her paper one of the most valuable papers of the convention.

E. S. RICHARDSON, superintendent of Webster Parish, Minden, La., was another speaker who made a real contribution. The manner in which he has abolished the dead line of district inequalities in Webster Parish is one of the big things done in recent years in the attempt to provide equality of schooling for all and a high school education within reach of home for children on the farms.

GEORGE A. SELKE, of the University of Minnesota, an advocate of large unit of organization, made many valuable suggestions about reducing costs. His paper, which will appear soon in the Journal of Rural Education, will be of use to all interested in this important feature of consolidation.

H. A. TAPE, director of Rural Consolidation Training at Ypsilanti, is a master at crowding a long speech into a few minutes without mutilating it. His work of training consolidated school principals is unique and one that is much needed. Tape is a new man with the Department of Rural Education, but is a man who will be heard from again.

T. H. HARRIS, State Department of Education, Baton Rouge, La., made an able plea for tax equalization, and advocated a system similar to that employed in Massachusetts.

A. G. YAWBERG, of Cuyahoga County, Ohio, made a plea for better publicity, and claimed that people will always support better schools when they know what is what.

WALTER F. BOYES, of Knox County, Ill., read a great paper, in which he attacked the opponents of the child labor amendment. He pointed out that the enemy's plan was to confuse the farmer, and not to help him solve his problems. He stated that farmers need education more today than ever before.

P. F. WILLIAMS, county superintendent of Coahoma County, Miss., was one of the big men at the convention, and his paper was one of the high spots of the week. His county has 12,000 blacks and only 1,000 whites, and until recently the whites did not desire to educate their neighbors. Now all this is changed, and it has been positively demonstrated that the educated blacks are better workers and more productive citizens than those not educated. Superintendent Williams has removed district lines and provided a high school within easy reach of all in the county. The work is clustered round an agricultural high school where farm-shop work, mechanics and home economics and teacher training are taught much after the plan at Tuskegee. The high school offers a four-years' course, is a sort of a boarding school, and is partly supported by private funds. Without doubt, this is the best work done in the United States today in the way of public education for colored people.

FLORENCE HALE, of the State Department of Education of Maine, was another active worker all week long, and the numberless demands for her time showed clearly that she holds a position high among the leaders of rural education.

A. F. HARMAN, of Montgomery County, Ala., who was elected president of Department of Rural Education for the coming year, represents one of the best organized counties in the country. He has not one one-teacher school in his county, and every child has the direct privilege of a high school education where he can return to his home each night.

MISS LOOMIS, county superintendent of Watertown, South Dakota, enjoyed the distinction of being the only lady superintendent to represent her great agricultural state. She is a great believer in the future of rural education in America.

MISS HUGHES, the only lady superintendent in the great state of Indiana, was a prominent figure at all the rural meetings, and is one of the reliable students of rural school problems of today.

SUPERINTENDENT N. R. BAKER, of Alabama, took an active part in all the meetings and whenever his voice was heard he was listened to with a great deal of confidence as one speaking with authority.

A. MONTOYA, of Albuquerque, New Mexico, was another prominent and familiar figure at the convention. He is one of the great workers of rural education and has done a great job in his state in the field of consolidation.

H. M. COULTER, head of the Department of Rural Education at Emporia, Kansas, was another familiar figure at each session. Professor Coulter is dean of rural teachers, and is one of the most beloved men in the work today. Probably no other professor of rural subjects in this country is loved by as many country school teachers as is this author of one of the pioneer textbooks in rural education.

H. M. FOOTE, of the State Department of Public Instruction of Louisiana, filled his usual prominent part in the workings of the convention and acted as chairman of the nomination committee.

M. S. PITTMAN, director of the Rural Department at Ypsilanti, Mich., was another active figure throughout the week and served as chairman of the committee on resolutions.

PROFESSOR FROST of George Peabody College, who is chairman of the research committee of the Department of Rural Education, was another member of the old guard that has attended almost every meeting of the organization since it came into existence six or eight years ago.

DEPARTMENT OF RURAL EDUCATION MEETINGS

The program of the Rural Department, under the inspiration and guidance of Macy Campbell, demonstrated conclusively that the rural school workers of the nation are studying their job in a scientific manner and that each year sees progress made in solving the problems connected with providing equal educational opportunities for the children of the farms. The entire program reflected the influence of Professor Campbell in its efforts to attack the economic problem of rural education. Professor Campbell has done more than almost any other rural school man in the country today to show that good rural schools now are merely an economic problem. Without exception, every person on the program had a message worth delivering and had it well prepared.

The meeting Monday afternoon dwelt entirely with economic problems, and both Professor F. H. Swift of Teachers College and Aaron Sapiro, of Farmers' Co-operative fame, read papers that will go down in history as being real contributions.

Professor Swift presented a mass of data to show the needs of a new system of taxation for raising money for rural schools, and brought out the fact that even the county unit of taxation is too small and unequal to be fair for all. He claimed that the average wealth per pupil among states is almost equal and that it is his honest belief that no state in the Union is unable to provide for good schools for all its pupils.

Aaron Sapiro made a plea that instruction in the principles of co-operation be taught in all the schools of the nation. He maintained that such a procedure alone would solve the financial problems of the farmer.

The resolutions adopted by the rural department were the most reasonable and most sensible ever adopted by any organization associated with the N. E. A. in recent years and could well serve as a model for the resolutions committee of the Department of Superintendence itself. The rural department apparently is too busy working on a big job to worry about funny pictures of school ma'ams that appear from time to time in the daily press. The department went on to record as favoring among other things, co-operation in marketing, as endorsing consolidation where feasible and insisting upon equal publicity and efforts for the one-teacher school whenever it is found necessary to retain this type of institution. It also went on record as in favor of nothing less than a degree of A. B. for county superintendents, and endorsed the work of the rural school service of the United States Bureau of Education.

The following officers were elected: A. F. Harman of Alabama was elected president of the Department of Rural Education at the closing session. Miss Florence Hale of Maine was elected vice-president. Members of the executive council are: Miss Sue Powers, Tennessee; Mrs. F. C. Beverley, Virginia; Macy Campbell, Iowa; D. C. Jensen, Utah; N. Searle Light, Connecticut.

EDUCATION FOR COMMUNITY PROSPERITY

A. F. HARMAN

Superintendent, Montgomery County Schools, Montgomery, Alabama

Whether or not education is a national responsibility, it is a fair proposal that the boundary lines of no civil unit, large or small, should stand as barriers to the educational opportunities of any child.

The conclusion seems inevitable that, from the rural viewpoint, equality of educational opportunity is not to be dreamed of except in counties that are favored by fortune and the law.

Inequalities of educational opportunity throughout America are due chiefly to widely varying amounts of money available for the education of youth.

Evidence of this wide variation is easily obtainable and for the purposes of this discussion it must be noted that this wide variation in the average per child valuation of taxable property exists not only between cities and rural districts but also between counties in the same state, and also between states of the nation.

So great is this variation that taxation to the point of confiscation will not bring the per capita funds of some rural districts to a level with the per capita funds of some city districts, nor the per capita funds of some rural districts to a level with the per capita funds of other rural districts.

It is this variation that makes the wiping out of boundary lines a preliminary to equal educational opportunities for all children. No scheme of state-wide application for the distribution of school funds among counties or districts has yet been devised whereby equality of educational opportunity has been obtained.

One essential to equality of educational opportunity among rural children is consolidated schools, and these connote good roads.

In rural schools there is always the danger of mistaking buildings and equipment for an educational program. The mere obtaining of funds for buildings and equipment sometimes satisfies the demand for educational opportunity.

Architectural monstrosities in the way of schoolhouses to be found in practically every section of the country are mute, convincing evidences of this fact.

Nepotism, politics, religion, social rivalries

and ignorance play havoc with many an effort at equalizing educational opportunity.

Consolidated schools should be located in the open country if we sincerely mean to place emphasis on rural life or if we hope to hold the coming generations to the land.

EQUALITY OF EDUCATION IN NEW HAMPSHIRE

ERNEST W. BUTTERFIELD

State Commissioner of Education, New Hampshire

Our fathers in successive steps declared their acceptance of the proposition of separation of church and state. They did not at first understand that they must accept also the corollary that the state must educate its children. The colonists at first believed, as did their continental cousins, that except for the chosen few, religion was education, and the church in its rites and services furnished all of the education needed by the great majority of people.

We, however, made of education a national religion. We require school attendance of all children. We permit neither parental need nor greed, neither financial disability nor family avarice to interfere. Education has become an inalienable right of American childhood, and is our national religion.

From the legislative enactments of New Hampshire I will trace the development of this religion.

1642. Education is a matter of state interest but not of state control.

1647. Public schools must be maintained by parents or by the community.

1789. Towns must maintain schools for those who choose to attend.

1827. Pupils may not be denied admittance, and should be encouraged to attend.

1848. Parents of young children may not force them into factory employment, if they have never sent them to school.

1871. School attendance is a state obligation, and parents and pupils for the good of the child and the state must obey the law which requires attendance for at least twelve scattered weeks during the year.

1901. A child must attend such schools locally maintained all the time that the schools are in session.

1919. Through state aid all schools which children attend must reach approved standards.

New Hampshire has its open places and its prosperous centres. Wealth and poverty are in adjoining towns but children are everywhere. The elusive dollar must be taxed for the benefit of the stable child.

All school costs are for the following items: Essentials, comforts, luxuries, diversions, distractions and nuisances. School buildings, fuel and janitors are comforts. They are desirable but not necessary. Books are luxuries. Libraries, laboratories and gymnasia are diversions. The contraptions and mechanism of the schoolroom are distractions. The patent plans of instruction, the systems and the methods, are nuisances.

There are but two essentials, the pupil and the teacher. Upon these the merit of the school depends. Our great endeavors are to lengthen and vitalize the school period and to train and guide the teacher.

Our New Hampshire schools have reached a high standard through a frank acceptance of this creed. Education has become our national religion. All children are the wards of the state where they live. We shall tax the dollar where it is for the benefit of children wherever they may reside. The two essentials in school progress are the learning pupil and the teaching teacher.

A PROBLEM TO BE SOLVED

ST. CLAIR ADAMS

There's a fellow in your office
  Who complains and carps and whines,
Till you'd almost do a favor
  To his heirs and his assigns.
But I'll tip you to a secret,
  (And this chap's of course involved),
He's no foeman to be fought with;
  He's a problem to be solved.

There's a duffer in your district
  Whose sheer cussedness is such
He has neither pride nor manners,—
  No, nor gumption, over much.
'Twould be great to up and tell him
  Where to go. But be resolved—
He's no foeman to be fought with,
  Just a problem to be solved.

This old earth's (I'm sometimes thinking)
  One menagerie of freaks—
Folks invested with abnormal
  Lungs or brains or galls or beaks,
But we're not just shrieking monkeys
  In a dim, vast cage revolved;
We're not foemen to be fought with,
  Merely problems to be solved.

PROBLEMS OF THE SCHOOL OF EDUCATION

JAMES E. RUSSELL

Dean, Teachers College, Columbia University

The problems of the school of education fall into three classes—those of the personnel of the teaching staff, those of the materials of instruction, and those of the aims of education—was the declaration of James E. Russell, dean of the Teachers' College, Columbia University, New York City, before the City Training section of the Department of Superintendence of the National Education Association, in an address at the Havlin Hotel, February 24, 1925.

There are two types of teachers—the academic teachers concerned with the subject they teach, and interested in the organization and development of the subject; and the professional instructors who see their students as later to be confronted with the problems of life. The academic teachers are concerned with what the subjects will do to the students, while the professional instructors are concerned with what the students will do with the subjects.

Out of this grows one of the big problems of the school of education, and that is how to reconcile these two types of personality to secure harmony. This only can be done if the professional instructor is led to see that scholarship is necessary, and the academic teacher is led to see that all education must lead to a vocational competence. This harmony only can be accomplished when each realizes that the other is necessary, when each can learn to disagree with the others' theories, and, finally, if each can be led, if need be, to sink his differences, to function the higher ideal of the institutional good. Both qualitatively and quantitatively speaking, the relatively instructive subjects of the curriculum have, in the past thirty years, expanded enormously. We call it the enlightenment of the curriculum, and it is now impossible in any single field to teach all that is known about it.

Some selection must be made, and the problem is to set before teachers that selection most valuable to them and through them to their students. This is the real problem of the program of instruction. Selection is inevitable, and even an academic course so selected becomes as much a professional course as any in the institution. It is a constant struggle to give the pupil with a small amount of time the large amount of material he needs. One cannot think in terms of time but in results obtained, but if a result can be reached within a week it should not be extended over a semester. The greatest problem of the next generation will be the determination of the ends of education. We have gone a long way in determining the means of education, but proper selection of means needs a standard evaluation. We also need a standard for the selection of materials and activities. The present educational controversies have a far deeper meaning than a mere political significance.

We have entered upon a period when the great issues of education will be discussed in a score of ways as paramount, political, social and religious issues. These problems can only be solved by determining the ends of education. We need geniuses to point out the ideas that are common to all that they may be reached. We must work through the many units of the body politic, strengthening the points of union rather than the points of defence. This is the big job of the School of Education.

TEACHER TRAINING IN CONNECTION WITH HIGH SCHOOLS

H. E. FLYNN

Inspector of Teacher-Training, St. Paul, Minnesota

Teacher training was organized in high schools to supplement the work of the State Teachers Colleges in providing an adequate supply of trained teachers for the sorely pressed rural schools of the nation. The rural emergency continues to be the biggest educational problem demanding solution today. Of the 300,000 rural teachers of the nation, one-third have had no professional training, one-half have not finished high school, while one-tenth, or 30,000, have no more than completed the work of the first eight grades of the elementary schools.

In spite of the fact that the urgency for trained rural teachers continues practically unabated, normal schools have been unable hitherto to render more than a minimum of service to these schools. Their graduates no more than supplied the demand of the graded schools for teachers. In rural schools caring for 35 per cent. of the nation's children, less than 2 per cent. of the teachers are normal school graduates. Nor is there great possibility that for many years to come these schools will be able to do much toward supplying rural teachers.

Any adequate service to rural fields from these sources will come as the result of estab-

lishing and properly locating practically double the present number of normal schools as well as through greatly increasing the facilities for rural teacher training in the schools now established.

Twenty-four states are solving the problem of securing trained rural teachers by training such teachers in professional courses in high schools at expense and under state control. Last year these training departments in high schools furnished one-fourth of the 90,000 rural teachers required by the nation.

The rapid extension of these temporary training agencies is due to the fact that they give a sound training of one year and that they are so flexibly organized they can be located where there is a group of prospective teachers to train. In this way they make professional training inexpensive and compelling through bringing it to the very doors of a large number of students who have found it impossible to attend normal schools.

THE SUPERINTENDENT AND THE BUSINESS MANAGER

DR. GEORGE D. STRAYER

Teachers College, Columbia University

An efficient program of education for the children of a community is much more likely to be provided when a competent superintendent is in full charge with school business officers subordinate to him than when an independent business officer is employed.

The business manager of schools in a large city bought chairs for the kindergarten which were uncomfortable, unhygienic, and structurally unsatisfactory. When his attention was called to the fact that the superintendent of schools and the director of kindergartens preferred a better, more hygienic, more comfortable piece of furniture, he proposed that if those charged with the responsibility for developing the work of the kindergartens did not like the chairs which he purchased, the children could sit on the floor. The business manager in this school system was responsible only to the board of education. He felt that his success depended upon buying the cheapest article available. The physical well-being of kindergarten children did not enter into his calculations. But the adequate development of an educational program requires that all business activities, whether they have to do with the buying of furniture and supplies, the planning and construction of buildings, or the development of an adequate system of accounting and budgeting be subordinated to the development of an efficient program of education.

It was an anomalous situation which permitted the independent business executive in an eastern city to develop the plans for a large school building without asking any provision for a teachers' rest room. His argument that he and the men in his office down town had to go out for lunch and that teachers should have no better provision, utterly ignored the importance of a rest period for teachers during the school day.

The same office completely responsible for the planning of school buildings without review of the superintendent of schools and his staff was satisfied with a building which was architecturally acceptable, but in which the daylighting of classrooms had been neglected.

In another city the separate business management was responsible for the construction of a school building in which ample space was provided for a medical suite, but which failed to make possible the usual distance for giving an eye test because of the manner in which the partitions were arranged in this part of the building.

The schedule of accommodations to be provided in school buildings and the standards which must be kept in mind can be determined only by those who are charged with the responsibility of developing a program of education in the buildings to be erected.

It is interesting to know that in the larger cities which have provided for the independent management of their business affairs the cost of education is as high as in those cities in which the business executive is responsible to the superintendent of schools. The only discoverable difference in costs is in the item of general control where the cost is somewhat greater in the cities which have organized the business office separate from that of the superintendent of schools.

The fetish of the efficiency of the business man has often operated to interfere with sound principles of administration. Not only in the administration of schools, but also in the administration of private enterprises, efficiency demands that there be a chief executive officer to whom all other executives are responsible. In our larger cities the superintendent of schools has been chosen for this office usually after a long period of successful experience as an executive in smaller cities or in subordinate executive positions in the larger city which he serves. Even though the superintendent of schools may not be entirely familiar with all the details of accounting, purchasing, planning of buildings, letting of contracts and the like, it seems only reasonable to suppose that he has sufficient executive ability to direct the

activities of that part of the school organization having to do with these affairs. To set up a separate business organization with co-ordinate authority is to propose that the business affairs of the school system can be conducted without reference to the educational program which the schools are providing and in the furthering of which all administrative activities find their real significance.

HOW WE USE VOCATIONAL INFORMATION

W. W. BORDEN

Superintendent, South Bend, Indiana

Vocational guidance has been considered by the casual observer as something relating principally to the placement of pupils in suitable employment and of giving advice to pupils who plan to leave school. But it means much more than placement—it is vitally important for all pupils in our educational system, whether planning immediate or ultimate participation in the world's work.

Feeling the need of vocational information and educational guidance as a part of our work, we established in our school system five years ago, a department known as Vocational Guidance and Information. The personnel of the department consists of the director, an assistant who has charge of placement, and a clerk. In each of our four Junior High Schools we have advisers or counselors who are responsible to the director for the work in each school.

The courses in Occupational Information are planned as a part of the regular curriculum of the Junior High Schools. These courses, which form a part of the work of the social science group, are given the following amount of time: Seventh grade, one period a week; eighth grade, two and one-half periods a week; ninth grade, one period a week. At the present time a special committee is working out a plan for continuing throughout the Senior High School all the phases of guidance begun in the Junior High School.

In order to carry out successfully the aims of the course, the subject matter is planned to include: (1) Educational opportunities; (2) field of occupation; (3) occupational problems; (4) vocational ethics and character development.

There is no time more favorable than the Junior High School age for stressing character building. The importance of character education must be placed on a par with other types of education. While character education permeates all subjects and all pupil activities, it cannot be left to chance, but must have a definite time and place on the school program.

STUDENT SELF-GOVERNMENT

JOHN O. CHEWNING

Superintendent, Evansville, Indiana

Public school systems and schools everywhere are claiming that they train for citizenship, but as yet there is no satisfactory formulation of educational objectives in terms of essential needs of our social life; hence, there is no adequate outline of the methods by which the objectives may be realized, and no measuring of the educational results. Granted that an agreement could not be reached on the several qualities which go to make up good citizenship and good character, it is, however, likely that most persons would unite on the proposition that self-control is the indispensable element of both ideas. Plato uttered in his Laws: "The first and greatest of all victories is the victory over self," a truth which has been handed down to us uncontradicted. Undoubtedly, self-control by the individual is the key to unlock and solve our civic and social problems. If we can train successfully for self-control, therefore, we shall be on the right road. We further know that the best method of insuring self-control is to provide practice for it. Aristotle said that "action is the only foundation of virtue." "Learn by doing" is also a hoary, venerable, and undisputed pedagogical maxim which may be cited in this connection, to say nothing of the pertinent support to be obtained from modern psychology. Antiquity and the present alike furnish overpowering authority. And so on, the writer might set forth platitudes ad nauseam.

With a few exceptions here and there over the country, the public schools are monarchic and autocratic organizations. What opportunity has there been for the children to acquire the sense of social responsibility which is the foundation particularly of a democracy, or, for that matter, of proper functioning in any group? The case has not been stated too strongly against us.

Our boys and girls ought to be subjected continually to situations in the schools wherein they are compelled to consider the results of their every act upon society. Children from the kindergarten on through the entire public school system should learn by experience the power of group control. The one question to hold to view is: "What is right?" and the

judgments must find expression in acts which come with fredom of choice. Ex-President Eliot pointed out not long ago that freedom of choice implies the right to make mistakes. Only in this way may an inner control be built up. Our country, and any organized group thereof, will be successful and efficient exactly according to the degree of social responsibility assumed by each member. A feeling of responsibility develops through practice in constant and voluntary adjustments to specific situations.

Student government will succeed anywhere if (1) the principal and teachers have faith in the abilities of boys and girls; (2) if they will be patient, begin on a small scale and be content to guide and advise, rather than direct and control.

Student government trains specifically for at least two definite habits essential for good citizenship in a democracy: (1) The students talk over their problems with the common good in mind, arrive at a decision, and then see the necessity for abiding by the will of the majority. (2) They learn to select suitable representatives for carrying out the wishes of the school citizenry. The need of selecting efficient public servants who will be faithful to their trusts comes home to them in a very vivid manner. There is good reason for one to believe that they will acquire the civic attitudes more readily through student government, dealing with important problems of their every-day contacts, than they will through any study of questions of national and international import which are far from the realm of their thinking.

THE CURRICULUM

[Report of the Commission on the Curriculum, by Edwin C. Broome, Superintendent, Philadelphia, chairman of the Commission on the Curriculum]

The public school curriculum determines what boys and girls are taught in school. With the exception of the personality of the teacher, no other educational factor equals it in importance. The elementary school curriculum lays the foundation of every child's education; and it constitutes all the school training of about three-fifths of America's children.

In pioneer days, ordinary living at home and in the community, directed by insistent family needs, provided a fairly adequate preparation for life. Then the task of the American public school was mainly to supplement the life of the home, church, and community by adding the Three R's. As time went on, the public school was called upon to supply more and more formal education. Many new courses were added to the traditional subjects. There has been too much of a tendency for convention and tradition to determine curricula, rather than practical, present-day life demands. An active principle which is now coming to be recognized in the selection of content is that of utility in a broad sense. Will the inclusion of a particular topic or subject increase the effectiveness of the individual? Will it influence life for good? Will it build character?

Pruning out the dead wood, selecting minimum essentials from total possible content, adding supplementary material—tinkering with the curriculum—will no longer answer the need. A complete revision is demanded by both educators and laymen. Both groups demand a new curriculum, expressive of the changed conditions of modern civilization and reshaped in the light of our better understanding of child life and the learning processes.

The second viewpoint from which the layman considers the need for curriculum revision is a supposed lack of thoroughness in essentials. There may be some justification for this attitude. The only reliable evidence, however, such as the Springfield tests and the Boston tests of 1845, has demonstrated that most public schools of today are securing better results in the so-called "fundamentals" with a heterogeneous mass of children than the schools of half a century ago secured with selected groups. The argument for "cutting out fads and frills" is sometimes only a plea for the old-time, traditional school program, which would be an anachronism in present-day life. The American school must expand until it offers whatever is necessary to develop intelligent American citizenship.

The educator also sees the need of curriculum revision from two angles: (1) the expansion of the field of knowledge, and the need for a discriminating selection of what is best suited to meet social demands; and (2) provision for character building, including the development of broad interests, liberal views, and the establishment of right social and ethical attitudes. The limited time that the average child spends in school in contrast to the vast amount of knowledge which one might acquire, the complexity of modern life with its varied demands and the necessity of developing individual talents are conditions which lead educators not only to restudy and analyze the aims and objectives of education, but also to demand a complete revision of the curriculum to express the new conceptions of education. The educator is seeking as the major products of his enterprise strong character and right conduct built not on precept, but fashioned through years of right thinking during lesson hours

and properly controlled behavior in school activities. Teachers not only want their pupils to meet the standard tests in academic achievement, but, what is more important, to meet successfully the tests of life, even to the point of temptation. For this reason, although teachers may rightly expect that character development will be an important by-product of ali good instruction, they have definitely in mind the moral qualities which they wish to develop in their pupils, such as: honesty, industry,self-control, courtesy, unselfishness, service, appreciation of beauty, open-mindedness, cooperation, responsibility, sympathy, desire for improvement, adaptability, courage, initiative, thoroughness, self-judgment, thrift, faith in mankind, and reverence. Every true teacher hopes to develop these qualities through life situations as they arise.

When the educator fully comprehends that the objectives which the school must serve today are health. training for a vocation, citizenship, worthy home membership, the profitable use of leisure and ethical character, he keenly feels the need of a thorough revision of the present public school curriculum.

The commission on the curriculum presents this yearbook as the first comprehensive effort to develop a co-operative plan for curriculum revision. The commission believes that there should be a central agency, continuing from year to year, which would act as a clearing-house for school systems which desire to co-operate in the work of curriculum revision. In other words, provision should be made for the exchanging of bibliographies, for rendering available research studies as soon as they are completed, and for the interchanging of the findings of local communities, as classroom teachers test out certain content and procedures. Just as scientifically trained workers in our laboratories furnish us with the bulk of scientific literature, so in the future more and more of our educational contributions should come from teachers, administrators, and research workers trained scientifically to observe children and analyze the needs of society.

It is the nature of education to be ever progressing. Continuous, constructive, scientific study must be carried on, if the public school curriculum is to keep pace with social demands and to become a contributory element to more intelligent and abundant living.

The commission on the curriculum proposes that for the school year 1925-1926 as many school systems as will shall agree to co-operate in testing the findings of the research studies reported in this yearbook, that new studies be undertaken, and that the results be placed at the disposal of the schools of the country through the Department of Superintendence as a central agency.

SCHOOLHOUSE PLANNING

[Report of a Committee by Frank Irving Cooper, architect, Boston.]

Before any community—city, town, or other municipality—authorizes the expenditure of money for a new school building, the authorities should make sure that the proposed building will contribute to and be an integral and consistent part of a satisfactory and comprehensive school building program. A well constructed modern building, with such enlargements as may be needed from time to time, should continue its usefulness for at least fifty years. Each new building tends to fix the organization of the school system for better or for worse. The location of the building is permanent and involves not only the convenience of the pupils in reaching the building, but also the more important consideration as to the surroundings of the building, its freedom from external noise and odors, and space adequate for out-door physical education and for future enlargements of the building without encroachment on play areas.

For these reasons a survey should be made in all cases of reasonable doubt as to the best organization of the school system or the desirable location of any particular building. The importance of such a survey may be seen from considerations such as the following:—

In many parts of the country there is a tendency to establish too many small elementary school buildings. This policy not only increases the costs of maintenance and supervision, but also prevents the broadening of the school activities to meet the diversified needs of elementary school children, including in particular health education and preparation for the worthy use of leisure time.

There is today a very general movement to reorganize the seventh and eighth grades with the ninth or first year of the high school in a modern program of secondary education. The application of this movement in towns and smaller cities consists in housing these grades or junior high school in the same building with the senior high school where all the pupils above the sixth grade can share in the facilities provided for the high school without needless duplication. Thus the six-year high school may be planned as a single administrative unit.

On the basis of the findings of the survey a decision should be made as to the number of pupils that should be accommodated by the proposed building.

Until recently little thought was given to planning school buildings so that they could be readily enlarged. Now, no plan is acceptable unless it provides for economical expansion. If a building is made much larger than will be needed for a few years' growth, there is waste due to interest charges on the extra expenditure. When building costs are high, it is

especially unwise to anticipate too many years of growth in actual building.

It is, however, necessary to estimate the probable and the maximum growth in the number that should be accommodated in extensions to the building in order to secure an adequate site. Such an estimate is necessary also in order to allow adequate space in the plan for those special facilities that cannot be enlarged economically.

Good business sense insists that no school building should be erected without taking every precaution to see that it meets the needs of the school. The board elected by the people to conduct the schools has the best opportunity to know the actual needs of the schools and is therefore the body that should be held responsible for the approval of plans.

Increasing recognition is given to the fact that the school board itself must contain persons with business ability, and where this practice is followed, the simplest and most satisfactory method is to place the entire responsibility for building construction and maintenance under the direction of the school board.

PROBLEMS OF THE TRAINING SCHOOL

J. W. HECKERT

Miami University, Oxford, Ohio

The importance of the training school—the school for observation, participation, and practice—is well recognized in teacher-training circles. It holds as significant a place in the training of teachers as does the laboratory in chemistry, the shop in engineering, the clinic in medicine. Its function is to introduce the student to the problems of teaching and class management, to make concrete the principles and theories in accordance with which problems of teaching and management should be met, to provide opportunities for acquiring the various skills constituting effective teaching and class management, and—in case of advanced students—to offer opportunity for the experimental investigation of certain problems. It therefore touches every department in the teachers' college.

This task of the training school, to provide for the students in training examples of the best practice, together with the fact that it touches every department of the teachers' college and the public school in most vital ways, makes its problems numerous and serious.

The early education of the students in training is a serious problem for the training school. Often they are weak in subject matter; at times they have been taught by antiquated methods. This makes it difficult for them to understand and apply the methods of the training school and the underlying philosophy. Students teach as they were taught, not as they were taught to teach. Again when these students upon graduation enter the public school service there is another problem of adjustment; the practice of the training school, the solution for both of these problems is co-operation of public schools and teachers' colleges for the adoption of more uniform standards of procedure based upon a common philosophy.

There are problems for the training school arising from the unsatisfactory relations of the training school and the various other departments of the teachers' colleges. College teachers because of a misunderstanding of the training school fail to utilize it. Their courses are not constructed with the needs of the training school in mind, and their methods of teaching are quite out of harmony with those of the training school. The same is true of the department of education even in some institutions. Occasionally the training school takes a "holier than thou" attitude toward college teachers. Better organization of the colleges and co-operative and continuous study of the problems of public education and teacher training under the direction of an educationist with vision appear to be the means best adapted to the solution of these problems of the training school.

THE POINT OF VIEW

NITA VAN HOUSEN

Sioux City, Iowa

"Listen, my friend," said the cynic one day,
"When I make a world I'll have it this way;
I'll have no one slowly starving for bread,
I'll have no one thinking he'd better be dead,
I'll have no one bitterly cursing his God
Because for too long he's been under the rod.
I'll deal every man enough and to spare,
I'll banish all ills and dispel every care,
All honest endeavor I'll crown with success,
All fraud and injustice I'll quickly suppress.
To tell you the truth, my world shall be
Of its present evils completely free."

"Now listen, my friend, your world would be
Quite impossible for a man like me;
I want a place to struggle and fight,
I want a chance to let in the light,
I want to stretch forth a helping hand
To steady some one who scarce can stand,
I want to divide my crust of bread,
To tenderly soothe an aching head,
I want to espouse a cause that's true—
Work for it, live for it, die for it, too.
To tell you the truth, my world must be
In desperate need of a man like me."

—Education.

WHY THE EDUCATOR SHOULD KNOW ABOUT MODERN MEDICINE

WILLIAM D. HAGGARD, M.D.
Vanderbilt University, Nashville

The modern knowledge that infectious and contagious diseases are caused by germs has revolutionized surgery by preventing blood poisoning in wounds. It had effected a saving of 250 per cent. in infected broken bones. Typhoid fever caused 86.2 per cent. of all the deaths in the Spanish-American war. In the World War, as a result of anti-typhoid vaccination to every soldier, only eighteen deaths occurred from typhoid fever in the first 2,000,000 men vaccinated. Inoculation should be given every two years until forty-five years of age.

Every three minutes that the clock runs, some person in the United States dies of tuberculosis. There are a million active cases at all times. More than half of them are children, who are infected before they are ten years old, from the germs that are expectorated from the lungs of its victims, which are blown about and inhaled. Education, periodical health examinations, the stopping of careless spitting, the eradication of poorly ventilated schools, tenements and workshops will conquer it. When college boys yell "Block that kick!" "Block that kick!" it suggests the slogan, "Block that Sneeze" (with a handkerchief); "Block that Cough" (with a handkerchief.) The sneeze and cough atomize a fine spray of assorted germs that are more deadly than machine guns. However, the death rate from tuberculosis has been cut in half in the last fifteen years.

Nearly one-fourth of a million school children in this country are affected with organic diseases of the heart, which could be prevented by the removal of infected and diseased tonsils and decayed teeth.

Before the discovery of anti-toxin for diphtheria the death rate was 35 per cent. If it is used in the first twenty-four hours there are practically no deaths.

The span of human life has been increased by fifteen years during this century, largely due to the great improvement in the care and prevention of illness among babies.

HEALTH EDUCATION VERSUS PHYSICAL EDUCATION

DR. CHARLES H. JUDD
School of Education, University of Chicago

Because the health program has been turned over to a physician who is interested primarily in medical inspection and the detection of disease, or because the program has been entrusted to a physical director who is an athlete, the broad view of health which is to be gained from any adequate scientific physiology has often been absent in the administration of schools.

When the health program is administered by specialists it does not adequately serve the general purposes of school training of pupils in the habits and precepts of sound living. The health program ought to be formulated on the broadest basis, because it ought to supply the most fundamental general preparation for life.

Health does not consist in the possession of large, powerful muscles. Health does not consist in the possession of great strength. Health consists in the well-ordered functioning of all of the bodily organs under the control of a nervous system that is stimulated but not excited, active but not under high tension.

The lesson taught by scientific physiology is that successful, skilful behavior is dependent, not primarily on the muscles but on the good condition of the blood stream and healthy action of the organs of assimilation and elimination and well-ordered nervous co-ordinations.

In view of the mistakes which have been made in the past by turning the health program over to physicians and physical directors, it is important for superintendents to realize that they will have to contribute directly to the enlargement of this type of work. They ought to see to it that new material of instruction is prepared and that teachers and supervisors throughout the school system are trained to understand and participate in a general plan of comprehensive health education.

MENTAL MEASUREMENT IN EDUCATIONAL AND VOCATIONAL GUIDANCE

["Mental Measurement in Educational and Vocational Guidance." By John M. Brewer and others. Harvard Bulletins in Education, Graduate School of Education, Harvard University. Published by Harvard University, Cambridge, Mass.]

There is no more sense in questioning the service of mental measurement than questioning the value of the spark plug, but there is even less sense in assuming that all mental measuring is of incalculable value educationally or vocationally.

There are propagandists in mental measurements, men whose reputation is greatly enhanced by promoting some special application of these measurements. Then there are promoters who receive direct financial return for their effort, and there are crusaders with something akin to religious zeal.

We think we have passed the danger point and are not liable to be in any one of these classes. We deal with men and women in all educational activities as we do with our financial investments. No one can sell us anything that isn't listed in the stock market, that cannot be turned into gold any business day in the year.

On that basis we take stock in anything that we read from the pen of John M. Brewer. We recommend everything we see over his name, because if he isn't entirely sure that I can market his opinion he frankly says that while he is interested in it, while he believes in it, there is a possibility that he may be wrong. Therefore we quote what he says of this bulletin on mental measurement:—

"The purpose of this study is to summarize, supplement, and interpret the work so far done in mental measurement in the field of educational and vocational guidance.

"At present there are three kinds of literature in this field, no one of which is adapted to the needs of the general reader among persons engaged in educational work. First, there are reports on research in testing. These reports are technical and statistical and often forbidding to the general student of education. Second, there are books describing, in technical language and at great length, the use of tests in education. Such books are indispensable to the student of testing, but they rarely furnish a succinct and unbiased critical analysis of the sociological and philosophical implications and applications of the testing movement. Third, there is a controversial literature, alternately condemning and extravagantly supporting the procedures and practices of testing and measuring.

"Our aim is to meet the needs of the general reader in education who wishes, as we think, a comprehensive survey of the field, a brief, clear statement of the findings to date, and a short but comprehensive list of typical books, articles, and reports on studies as a guide to further reading on specific points.

"We recognize the tentative nature of all research in such fields as testing, educational guidance, and vocational guidance, all of which, so far as modern developments are concerned, are still in their teens.

"The importance of measurement for educational and vocational guidance can hardly be overestimated, though at the same time the dangers in its wrong use are great. On the one hand, no careful work is possible without well-established standards of attainment which may be used with reasonable accuracy for large numbers of children. On the other hand measurement is a sharp tool, and in the hands of those who work too fast or carelessly, much harm is likely to result. The present seemed to us an opportune time to record accomplishments to date, to outline possible and practicable procedures, to state warnings in reference to possible misuses, and to set forth other items in a complete program of guidance, with which measurement must be co-ordinated."

Dr. Brewer's Harvard Bulletin is a condensed statement of the problem, the means available, the appropriate procedure, and the results achieved, with bibliographies.

In this notable study measurement refers to every attempt to secure quantitative data about the present and potential ability or knowledge of students or other individuals with a view to the use of such data for their educational or vocational progress. The term mental measurement refers to quantitative data on traits, abilities, and accomplishments involving educational and vocational experience. The word mental is used broadly to represent all phases of thought or feeling. By the expression mental tests is meant all tests commonly called psychological. Under the term mental are included the tests of mechanical and other skills ordinarily used in occupational life.

Educational guidance may be defined as assisting persons, either through classifying them into appropriate groups or by individual or group conferences, in making progress in their educational careers. Educational guidance is concerned with such problems as how to study, choice of studies and curriculums, and choice of schools and colleges.

Vocational guidance may be defined as informing students about vocations or assisting them in choosing, preparing for, entering upon, or making progress in occupations.

PERPLEXED

ALICE A. GRAYDON
Harrisburg, Pa.

One day in school when teacher said:
"Now tell me, Betty Shaw,
Where is the Gulf of Mexico,
And where is Panama?"
Poor Betty said: "I do not know,"
Then with an awful frown,
"I heard my father say last night,
This world is upside down."

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

MODERN BUSINESS GEOGRAPHY. By Ellsworth Huntington, Yale University, and Sumner W. Cushing. Illustrated with 101 maps and eighty-four photographs. Cloth. 350 pages. Yonkers-on-Hudson and Chicago: World Book Company.

Geography has become highly specialized. It is no longer merely physical and political. There have been divisions and subdivisions innumerable, and now we have a new grouping of some of the sub-divisions and out of Industrial, Agricultural and Commercial Geography we have a brilliant presentation of Business Geography, by making the geography of every country, of every industrial centre and of every seaport on the globe the business of certain American sections, states and cities. For instance, the protection of the potato fields of England jeopardizes the potato industry of Aroostook County, Maine, and the protection of the grapefruit orchards of California affects the grapefruit industry of Florida.

The Business Geography of every field and forest, orchard and vineyard, climate and weather of every part of the world affects the Business Geography of all Americans.

This "Modern Business Geography" makes it all so much man's business, directly or indirectly, that Junior high school students can understand all its phases while it is so scholastic that the Geographic Society will put its approval thereon.

Geography is a subject of which one never learns all. It is changing all the time. Prices rise and fall, money itself changes from month to month, yield fixes market prices, and weather controls yield, and so on and on, everything makes business and everything in business makes geography. Nothing in geography is static, no one will ever know all of the geography of his own time, of any day of any year.

The chief claim of this book of Huntington and Cushing is the fact that it is focused on tomorrow instead of today, that it promotes the study of geographical business in such a way that it will be the business of its students to do business and think business as to the effect that geography will have on business tomorrow and that business today will have on geography tomorrow.

The plan is simplicity personified. Part One deals with "The Field of Primary Production," which is the foundation of all business geography. This is again subdivided into ten vital units: Cereal Farming, Cotton Raising, The Vegetable Farm and Truck Gardening, Sugar Beets and Sugar Cane, Fruit Raising in the United States, Animal Husbandry, Mining Industries, Fuel Production, Lumbering and Forest Products.

Part Two: The Field of Transportation, because the business of geography is largely a matter of transportation.

Part Three: The Field of Manufacturing, because so much of the product of agriculture goes to the mills, factories and foundries.

Part Four: The Field of Consumption, because the primal purpose of geography is for the consumption of man and animals.

In every instance where American business is tempted to use the geographical products of other lands there is an intensive study of the geographic business of the competing country. This is largely a new approach to Foreign Geography.

For instance, Sydney, Australia, comes into business geography four times—in relation to the meat industry in Seattle, the wool industry in Boston, as a purchaser of manufactured goods from England instead of New England, and then in the statistical table of seaports it appears in a summation of material of business interest.

Switzerland is interesting because of its manufacturing of cotton goods, raising of wool, of apples, making of cheese, production of minerals, various intensive manufacturing industries, methods of road building, railway management, ingenious farm practices, thrifty commercial enterprises. Sixteen times the business geography of Switzerland comes to the front.

From every point of view business in geography and the geography of business are presented for the whole world but always from the United States as a business proposition. We have poorly presented the many sides of this fascinating study of Business Geography, but we think we have at least been suggestive.

OLD ENGLISH TALES RETOLD. By Harriot Buxton Barbour. Illustrated by Rodney Thompson. Cloth. New York: The Macmillan Company.

It is interesting to see the way in which the best students, those with real literary taste, are returning to Old English. One of the most important signs of better things in secondary schools and colleges is the freedom provided for students to consult their own taste in literary adventurous reading.

We have suffered much in modern culture by insisting that students read the literature selected for them, often creating thereby a distaste for any worthwhile literature. There are students who will revel in Old English Tales, but to others they are repellent. Every student of literature should be exposed to Old English Tales, which should be sufficiently modernized to be read easily by American students. Harriot Buxton Barbour has retained all the go and glow of these vivid narratives, which are crammed with lively adventure.

NACHA REGULES. By Manuel Gálvez. Authorized translation from the original Spanish, by Leo Ongley. Cloth. 304 pages. New York: E. P. Dutton and Company.

Few Americans realize the enormous productivity of Spanish-Americans in poetry, the drama, and the novel. Particularly is this true of the novel. It is evidence not only of the extent of such writing, but also of its value and importance, that American publishers are willing to undertake the publication of translations of South American novels.

Manuel Gálvez, the author of "Nacha Regules," is one of Argentina's leading novelists, and "Nacha Regules" is his best known work. In 1920 it was awarded the prize for literature offered by the city of Buenos Aires. It deals with life in the great Argentine capital as material for a moral lesson—as a sermon for the creation of a new moral and social consciousness. Since the problems of great cities are very much alike, the teachings of this earnest sociological novel apply with similar force to our own cities. Not always pleasant, it forces home the lesson that "I am my brother's keeper"—insofar as I can help him and fail to do so, or insofar as I contribute to his misfortune.

BEYOND THE RAINBOW BRIDGE. By Frances Wickes. Illustrated by Hildegard Lupprian. Cloth. 309 pages. Springfield, Mass.: Milton Bradley Company.

This publishing house, famed for its great service to the Kindergarten and kindred functionings of education, has entered upon another noble phase of educational service in the publication of Bradley Quality Books, beautiful volumes of the best available stories to tell or read to small children.

The true story teller will keep turning back to the wonderful old myths that are the first real stories of mankind. In no modern fairy tales can be found such depth of meaning and such wealth of imagery as in those which grew from the heart and mind of man in his struggle toward the understanding of himself and of the great forces of life all about him. Because of this they have outlived changes of form and creed.

Much in the primitive mind was crude, cruel, and misunderstanding, and the old myths in original form are full of material that is not suitable for children; but the "Bradley Quality Books" strip off the husk and find the kernel of the tale, the idea that gives it living meaning, that portrays some phase of the eternal battle of good and evil.

It is the fashion in some circles to decry all fairy and mythological stories. The dragon must grow wool and have a blue ribbon around his neck before he is fit to be seen by a child lest phantasy should spring up and, with that, terror. But the child has within himself the very stuff of which myth and dream are made. If we give him no tales of dragons met and conquered he will invent his own dragons who may meet and conquer him in nervous fear. The child of suppressed imagination is more liable to fall prey to terrors from the unknown than the child whose imagination has been led along the proper channels.

"The Bradley Quality Books" have a real mission in this day in which many individualistic people are scattering material germs heedlessly. Children never needed the recreation of the myth more than they need it today.

THE PRIMARY SCHOOL: THE IMPROVEMENT OF ITS ORGANIZATION AND INSTRUCTION. By Annie E. Moore, Teachers College, Columbia University. Cloth. 340 pages. Illustrated. Boston, New York Chicago, San Francisco: Houghton Mifflin Company.

With all that has been said and written about the new Primary School there is a greater need than ever of a book such as Miss Annie Moore has written, for there are Fundamentalists in Primary Education who insist that the child's world was made in six days, that his mind is flat, that there has been no educational evolution since their grandfathers went to school.

Of course they are reasonably modest in their denunciation of the new, but all the same they think the new things are "soft stuff," that the old was always good and sound, and the new is always weak and frail.

We recently spent an hour in a group of present-day teachers in a highly modernized city, and it was a revelation to hear them tell what they think of the present-day output of teachers' colleges.

Indeed, some famous educational writers are outspoken in their denunciation. For instance, one of the leaders in Columbia University says boldly that John Dewey has done untold harm to American schools. All this makes it highly important that primary teachers read in a reverent and masterful way such a book as Annie E. Moore's "The Primary School," which is both up-to-the-minute and profoundly sensible.

Take for example her method of approach to the advanced thought in Primary Education: "Does the School Environment Fit the Children? The Pre-school Environment and Its Achievement. What Sort of School Environment Does the Original Nature of Children Demand? What Sort of Environment Is Quite Commonly Provided? What Sort of Environment Does the Kindergarten Furnish? What Is the Outlook for the Future?"

This is a sample of the way in which Miss Annie E. Moore takes the teacher from the best of the old to the best of the new, instead of ridiculing the old and glorifying the new.

One of Miss Moore's best approaches is in the presentation of Children's Purposes and Plans. "What Characteristics Must an Enterprise Possess to Render It Worthy of a Place in the School Program? In What Ways Do Projects Having Educative Possibilities Arise? Many Real Opportunities for Project Work Are Overlooked. Good Schools, Like Good Homes, Generate Common Purposes. Size, Scope and General Nature of Desirable Projects."

Another highly valuable chapter gives "Some Specimen Enterprises of School Children—How to Judge Their Worth."

Here is an entirely different line of approach in the chapter: "If Arithmetic Is a Tool Subject, Whose Tool Is It?"

LE NABAB. Par Alphonse Daudet. Abridged from the 97th edition, with introduction, notes, exercises and vocabulary, by Benjamin W. Wells, Ph.D. (Harvard). New Edition. Cloth. xxvi+313 pages. Price, 96 cents. Boston: Ginn and Company.

Progress in the teaching of modern foreign languages in American high schools and colleges has not completely eliminated many of the old favorite texts, and it is fortunate that this is so. In the course of twenty-five or thirty years it is natural that some editions for class use should require revision, however. Authors die, new movements arise, criticism discovers something new to talk about, teaching methods stress different objectives and follow a slightly different course. When a business house (and most of our educational publishers are excellent business men) decides to bring out a new edition of a book that has been on the market for three decades, more or less, it is evidence both of a steady demand for the work and of the publishers' belief in a future demand. Especially is it evidence of the worth of the text proper, or of the editor, or of both.

Daudet's novel "Le Nabab," a picture of life in Paris under the Second Empire, justly ranks among the best of Daudet's works, and shares with the two "Tartarin" stories and "Sapho" an international reputation. Interest is given to its characters by the identification of "Mora" with the Duc de Morny, half-brother of Napoleon III, and the attempt to see in "Félicia Ruys" a picture of Sarah Bernhardt. Dr. Wells has provided a long and interesting introduction on Daudet and his work, together with informative notes. For the new edition a series of exercises for oral and written composition based on the text has been provided and a complete vocabulary has been prepared, bringing the volume thoroughly in line with present-day practice. In its new form the edition will doubtless have as great, and probably a greater, appeal than ever. Certainly it deserves a careful examination by teachers of French in colleges and senior high schools.

GOOD SPEECH. An Introduction to English Phonetics. By Walter Ripman. New York: E. P. Dutton and Company.

Mr. Ripman has rendered a real service not only by what he stresses but in the way be stresses it. In a book of fewer than 100 pages the author calls attention to several really important matters in effective speaking. Nothing is said as others have said it, but it achieves the best results in the best way by the variation in approach.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

A gift of $500,000 by Cleveland H. Dodge for five Near East colleges is announced by Albert W. Staub, executive secretary of the fund campaign committee, which is seeking a total of $2,500,000.

The institutions benefiting are Robert College in Constantinople, the American University of Beirut, the Constantinople Woman's College, the International College of Smyrna and the South American schools. The colleges have a total enrollment of 2,838 students, representing twenty-nine nationalities.

Vassar College now charges $300 for tuition and $500 for room and board. Beginning with those who enter next September the rates will be $400 for "educational charges" and $600 for residence. Various extra items such as laboratory fees, athletic tax, and special charges in courses in music and drawing will be abolished.

Deploring the lack of knowledge of the Greek and Latin languages at Harvard, Professor W. R. Halliday, of the University of Liverpool, who is lecturing at the university on Greek and Roman history during the second half-year, says: "Probably because both Latin and Greek are rather difficult to master, students at Harvard, as well as in Liverpool, tend to avoid these studies.

By the will of Robert S. Morison of Cambridge, which was filed February 17, the sum of $50,000 is left to the president and fellows of Harvard to found a professorship in the Theological School in memory of Mr. Morison's father, John H. Morison.

Plans have been announced by Commissioner Tigert for the formation of a new branch of the National Bureau of Education to assist in the solution of high school problems and in systematizing their courses of instruction.

Bowdoin has announced the award of graduate fellowships to two seniors: The Henry W. Longfellow fellowship to Frederick S. Klees, Fleetwood, Pa., who will study English at Oxford; the Charles Carroll Everett fellowship to Samuel A. Howes, Portland, who will study biology at Harvard.

Only six of Vassar's 1,150 students have failed this year to maintain the required grade.

Arrangements are being made for a concert to be given in Boston about the middle of April by the University of Michigan Musical Clubs. Between sixty and seventy-five members of these clubs will take part in concerts in the principal cities of the East. It is many years since the musical organizations of Michigan appeared in Boston.

A course for self-preservation and care of others, prepared by a special committee of citizens and teachers, has been put into operation in the Springfield, Mass., public schools.

"The Safety Monthly" is a new publication edited by New York teachers under the general supervision of Associate Superintendent Gustave Straubenmuller. Thirty thousand copies will be printed monthly and one will be supplied to each teacher. The aim of the publication as stated in the first issue is: "The question of the need of safety instruction in our schools is not debatable. Every day brings added proof of this fact. Certainly, the most

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potent method of applying such instruction is desired by all. To aid in the interchange of what has been found best in material and method in the schools of our city is the purpose of "The Safety Monthly.'"

Superintendent William J. O'Shea of New York expects to open fifty new school buildings to accommodate 97,212 pupils before next September.

Vacation schools were maintained in twenty-four different Virginia counties last summer. This record does not take into consideration the vacation schools operated in the various cities of the State. Summer courses of from six weeks to two months were given in seventy-three one-room schools, fourteen two-room schools, and four three and four-room schools. 116 teachers were employed and instruction was given in morning sessions to 3,361 pupils about equally divided between boys and girls. In the evening or night sessions of the vacation schools 202 boys and girls and 284 men and women were enrolled, women constituting about one-third of the total adult enrollment. The aggregate enrollment of all schools was 3,847.

In a recent interview Dr. Nicholas Murray Butler, president of Columbia, said: "We stop education too soon and too suddenly. In every civilization you will find men and women who go on learning and growing as personalities till they die. You have Charles W. Eliot and Chauncey M. Depew, both men ninety-one years old, and both of them still absorbing new ideas. So was it with Gladstone and John Morley. With such exceptional men, education never ceases. We shall have to recognize that our universities, our colleges and our schools leave education unfinished. There must be constant and continuous home study. We need to train our people in the use of the public library and we need to inspire them to develop libraries in their own homes. The habit of reading and the ability to enjoy a good book must be fostered among those who at present have left their education behind."

The David Brooks Anglo-American prize essay cup was presented to Phillips Academy, Andover, Mass., February 24, 1925. This is a gift of Mrs. Florence Brooks-Aten of New York, who has given similar cups to about fifteen private schools of the United States. The presentation was made by Professor Henry Pennypacker, chairman of the committee on admissions, Harvard, formerly head master of the Public Latin School, Boston. At each presentation the significance of this cup has been emphasized by an address by a distinguished Englishman. The speaker at Andover was Professor Alfred North Whitehead of London and Harvard Universities.

The teachers of Missouri are discussing the problem of establishing a sound and adequate retirement system.

"The University of Minnesota" does not exist. The University comptroller, Albert J. Lobb, has learned from the old records that the definite article does not appear in the legal name. "University of Minnesota" is correct. Nevertheless, the degrees that have been granted are valid.

Three new professors have been appointed in the Harvard Law School: Francis Herman Bohlen from the law school of the University of Pennsylvania, Edmund Morris Morgan from that of Yale, and Calvert Magruder, promoted from the position of assistant professor in the Harvard school.

A branch of Smith College in Paris will be established next fall when twenty to twenty-five members of the junior class will go to France, under a plan recently approved by the trustees, to study for a year at the Sorbonne.

Only those whose major subject is French and who have completed all college requirements are eligible. A member of the faculty will accompany the group and supervise the work.

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By BERTHA B. and ERNEST COBB

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In connection with the meeting of the Department of Superintendence at Cincinnati a permanent organization of the alumni of the Harvard Graduate School of Education was formed. The officers are: President, Harvey S. Gruver, superintendent of schools, Lynn, Mass.; first vice-president, Dr. Abbie Tuller, of the faculty of Smith College; second vice-president, Ira Flinner, principal of the Huntington School, Boston; secretary, H. H. Lowerie, Waltham, Mass.; treasurer, R. L. West, principal of the Junior High School in Trenton, N. J.

It is understood that President Coolidge will feel obliged to decline many invitations to commencement exercises, but that he will probably participate in the celebration of the one hundred and fiftieth anniversary of the Battle of Bunker Hill.

In June, 1925, the first awards will be made in New York State Normal Schools of a special state monogram and emblem for proficiency in all-round school activities.

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MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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